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ABSTRACT

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for primary grade students. The activities and resources include: a calendar which lists important days and birthdays in March, April, and May; poems; word puzzles and other puzzles; language arts activities; a flannelboard story; art activities; mathematics activities; and activities to develop an awareness of agriculture and agricultural occupations. Several of the activities are related to the spring months. (DC)

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SPRING 1982

DATE	EVENT	ACTIVITY PAGE(S)
State of the Month:	March - MAINE	3,4
	April - LOUISIANA	5-7
	May - MINNESOTA	8-10
C.H.O.I.C.E. Unit -	"Kern County Agriculture"	37-50
MARCH		
3	Japan: Doll Festival ALEXANDER GRAHAM BELL: (birthday) 1847 National Anthem Day	
10	First Successful Telephone Transmission	
15	MAINE: Admission Day (1820) ANDREW JACKSON: (birthday) 1767	3,4
16	JAMES MADISON: (birthday) 1751	
17	ST. PATRICK'S DAY	1,30
19	American Agriculture Day	37-50
21	FIRST DAY OF SPRING Mexico: Benito Juarez (birthday) 1806	1,2
APRIL		
1	April Fool's Day	1
3	EASTER	2,13-15,20,25
13	THOMAS JEFFERSON: (birthday) 1743	
30	LOUISIANA: Admission Day (1812)	5-7
MAY		
1	May Day	1
5	Mexico: Cinco de Mayo	
8	MOTHER'S DAY	
11	MINNESOTA: Admission Day (1858)	8-10
29	JOHN F. KENNEDY: (birthday) 1917	
31	MEMORIAL DAY	

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CURRICULAR SERVICES

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SPRING

A KITE

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whichever way I chanced to blow.

SPRING RAIN

The storm came up so very quick
It couldn't have been quicker.
I should have brought my hat along,
I should have brought my slicker.

My hair is wet, my feet are wet,
I couldn't be much wetter.
I fell into a river once
But this is even better.

I'LL WEAR A SHAMROCK

St. Patrick's Day is with us,
The day when all that's seen
To right and left and everywhere
Is green, green, green!

And Irish tunes they whistle
And Irish songs they sing,
Today each Irish lad walks out
As proud as any king.

I'll wear a four-leaf shamrock
In my coat, the glad day through,
For my father and mother are Irish
And I am Irish, too!

APRIL FOOL

Small April sobbed,
"I'm going to cry!
Please give me a cloud
To wipe my eye!"

Then, "April fool!"
She laughed instead
And smiled a rainbow
Overhead!

May

There is but one May in the year,
And sometimes May is wet and cold;
There is but one May in the year
Before the year grows old.

Yet though it be the chilliest May,
With least of sun and most of showers,
Its wind and dew, its night and day,
Bring up the flowers.

Good Morning

One day I saw a downy duck
With feathers on his back
I said, "Good Morning, Downy Duck,"
And he said, "Quack, Quack, Quack."

One day I saw a timid mouse
He was so shy and meek
I said, "Good morning, Timid Mouse,"
And he said, Squeak, squeak, squeak."

One day I saw a curly dog,
I met him with a bone
I said, "Good Morning, Curly Dog,"
And he said, "Bow-wow-wow."

One day I saw a scarlet bird,
He woke me from my sleep;
I said, "Good Morning, Scarlet Bird,"
And he said, "Cheep-cheep-cheep."

Little Brown Rabbit

Little brown rabbit went
Hippity, hoppity, hippity, hop.
Into the garden without any stop,
Hippity, hoppity, hippity, hop.
He ate for his supper a fresh carrot top,
Then home went brown rabbit without any stop,
Hippity, hoppity, hippity, hop.

ON A WALK

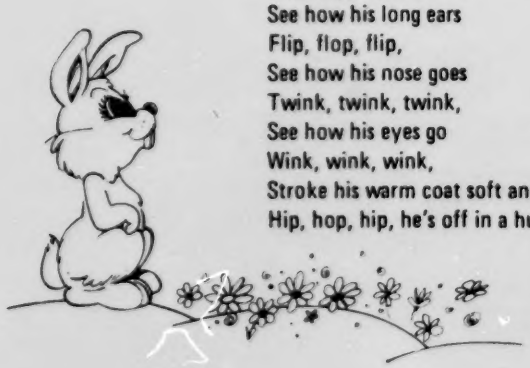
Taking a walk was so much fun,
We didn't hurry, we didn't run.
We watched for birds, we watched for bees,
We looked for all the budding trees.

CHICKENS

A chicken's family is not like ours,
They do the strangest things,
The babies go to bed at night,
Beneath their mother's wings.

The father wakes them up at dawn
With a cock-a-doodle sound,
And all of them find breakfast food,
By scratching in the ground.

I think when the little chicken drinks
He takes the water in his bill
And then he holds his head way up high
So the water can run down hill.



Rabbit - 1

Can you make a rabbit
With two ears so very long,
And let him hop, hop, hop about
On legs so small and strong?
He nibbles, nibbles carrots
For his dinner every day
As soon as he has had enough
He scampers far away.
(first 2 fingers - walk with arm - nibble with thumb and forefinger - hide in back)

Rabbit - 2

I wish I were a rabbit, a rabbit, a rabbit,
I wish I were a rabbit, I know what I would do
I'd go like this--hop, hop, hop, hop!
I'd go like this--hop, hop, hop, hop!
I'd go like this--hop, hop, hop, hop!
And that's what I would do.

Rabbit - 3

Here comes the rabbit
Hip, hop, hip
See how his long ears
Flip, flop, flip,
See how his nose goes
Twink, twink, twink,
See how his eyes go
Wink, wink, wink,
Stroke his warm coat soft and furry
Hip, hop, hip, he's off in a hurry.

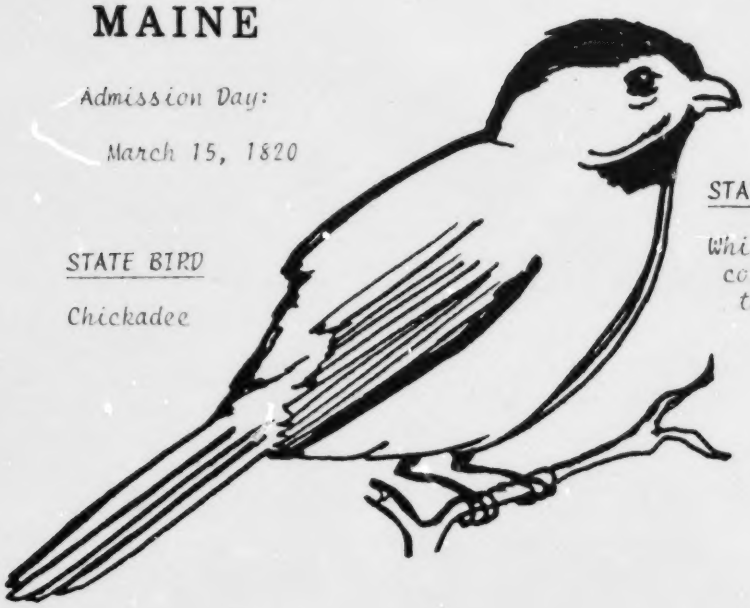
MAINE

Admission Day:

March 15, 1820

STATE BIRD

Chickadee



STATE FLOWER

White pine cone and tassel

MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

State of the Month...

USE YOUR BLUE
CRAYON TO PUT A LARGE
"X" ON EACH PICTURE
THAT BEGINS WITH THE SOUND
YOU HEAR AT THE BEGINNING OF

MAINE.

LOUISIANA

Admission Day:

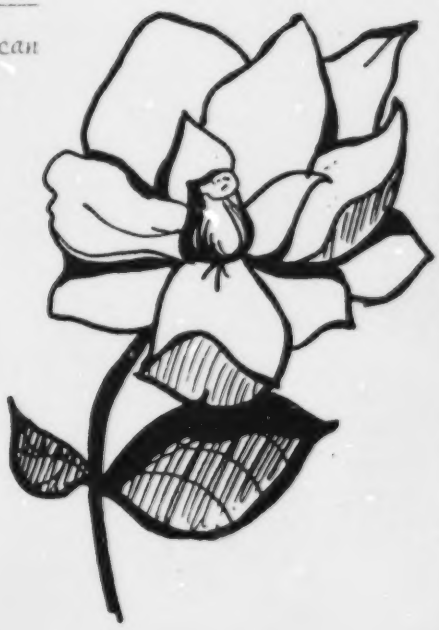
April 30, 1812

STATE BIRD

Pelican

STATE FLOWER

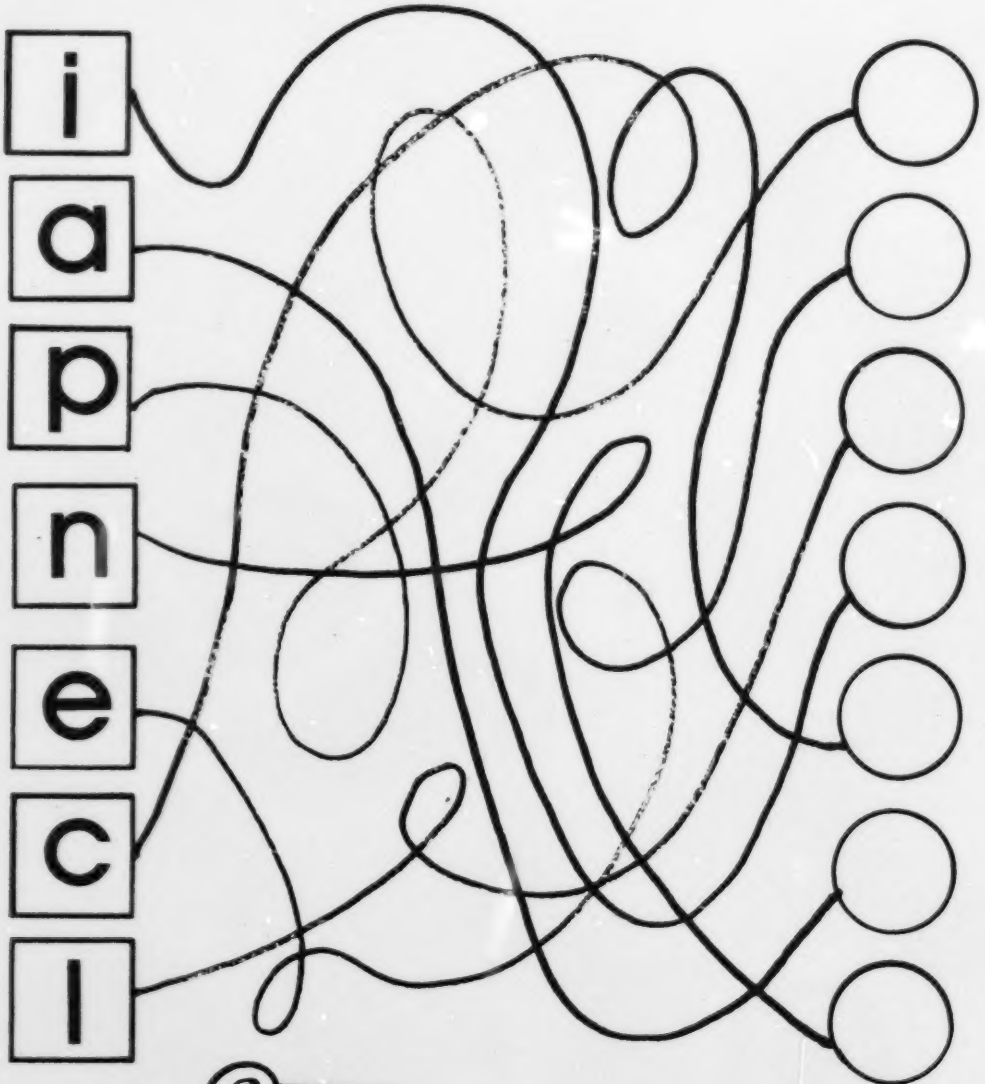
Magnolia



APRIL						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

State of the Month...

MINI-MAZES



THE STATE OF <u>LOUISIANA</u> HAS AN UNUSUAL NICKNAME. TO FIND THIS NAME, FOLLOW THE LINE FROM THE LETTER TO THE CIRCLE. WRITE THE LETTER IN THE CIRCLE.

"LOUISIANA IS THE _____ STATE"

9

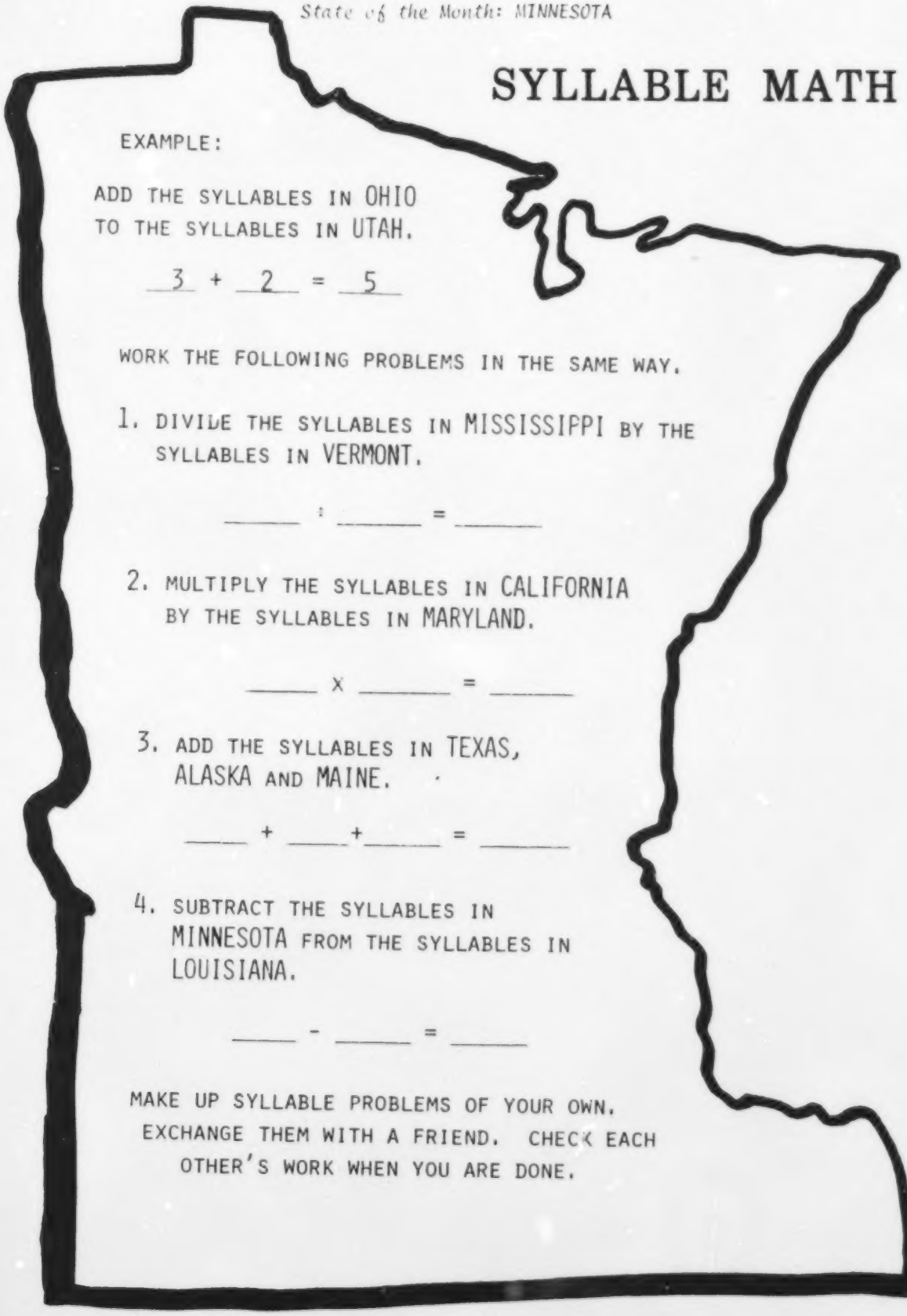
LOUISIANA...

NEAR NEW ORLEANS, LOUISIANA, THE MISSISSIPPI RIVER EMPTIES INTO THE GULF OF MEXICO. THIS MAKES NEW ORLEANS A VERY IMPORTANT SEAPORT CITY.

DIRECTIONS: BELOW IS A LIST OF SCRAMBLED WORDS, EACH OF WHICH HAS SOMETHING TO DO WITH THE SEA. ON A SEPARATE PIECE OF PAPER, WRITE EACH WORD IN ITS CORRECT FORM.

1. DIET
2. TORMS
3. COSTA
4. HACEB
5. HIFS
6. RAILOS
7. HIPS
8. BARCS
9. HIRPMS
10. LELHSS
11. SEWAV
12. STEN
13. LAIS
14. GROCA
15. NAILSD
16. PAINCAT

SYLLABLE MATH



EXAMPLE:

ADD THE SYLLABLES IN OHIO
TO THE SYLLABLES IN UTAH.

3 + 2 = 5

WORK THE FOLLOWING PROBLEMS IN THE SAME WAY.

1. DIVIDE THE SYLLABLES IN MISSISSIPPI BY THE SYLLABLES IN VERMONT.

_____ : _____ = _____

2. MULTIPLY THE SYLLABLES IN CALIFORNIA BY THE SYLLABLES IN MARYLAND.

_____ X _____ = _____

3. ADD THE SYLLABLES IN TEXAS, ALASKA AND MAINE.

_____ + _____ + _____ = _____

4. SUBTRACT THE SYLLABLES IN MINNESOTA FROM THE SYLLABLES IN LOUISIANA.

_____ - _____ = _____

MAKE UP SYLLABLE PROBLEMS OF YOUR OWN. EXCHANGE THEM WITH A FRIEND. CHECK EACH OTHER'S WORK WHEN YOU ARE DONE.

MINNESOTA

Admission Day: April 11, 1858

STATE BIRD

Common Loon

STATE FLOWER

Showy Lady's Slipper

MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MINNESOTA is one of the main food-producing states. Much wheat and dairy cattle are raised here.

DOT-TO-DOT

Connect the dots to make a picture of a

_____,

a very important person in Minnesota.

GRUMPY GREEN

Grumpy Green was very cross. Old Mr. Frog said, "You seem cross. What makes you cross?" Grumpy said, "I don't want to learn how to croak. I want to do something else. Birds sing, ducks quack, and turkeys gobble. I shall run away and learn how to sing or quack or gobble.

"You surprise me," said the frog. But Grumpy went hopping away.

Grumpy heard Mr. Bird sing. He thought, "I should be happy if I could sing like a bird. I will learn how to sing. Will you please teach me?" Mr. Bird said, "Frogs croak. They are not made to sing. You could never learn to sing. "No, I can't teach you anything." So Grumpy went hopping away.

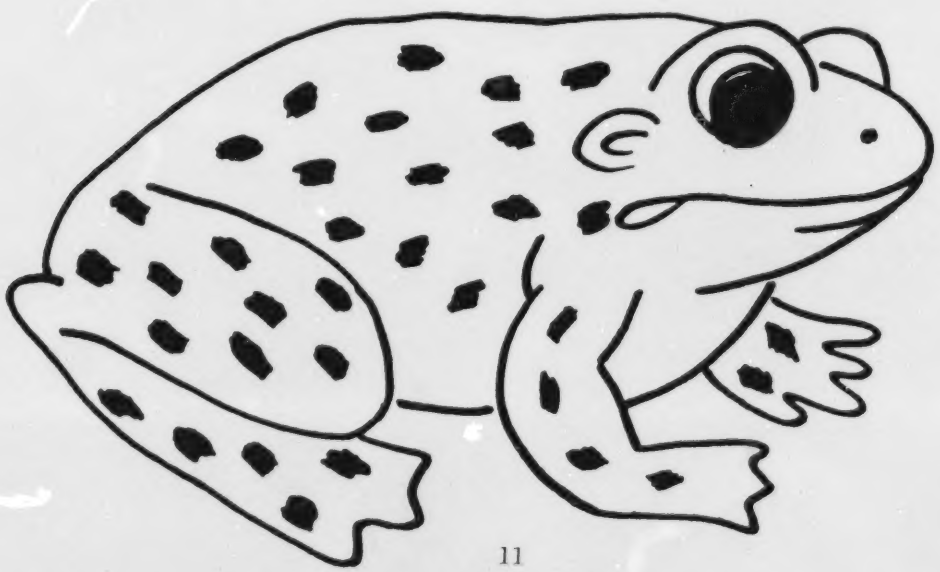
Grumpy heard Mr. Duck quack. He thought, "I should be happy if I could quack like a duck. I will learn how to quack." Grumpy said, "Oh, Mr. Duck, I wish to learn to quack. Will you please teach me?" Mr. Duck said, "Frogs croak. They are not made to quack. You could never learn to quack. No, I can't teach you anything." So Grumpy went hopping away.

Then Grumpy met Mr. Turkey. He had never heard a turkey gobble. He thought, "I should be happy, if I could gobble." So he said to the turkey, "I wish to learn how to gobble. Will you please teach me?" "Yes," said the turkey, and he gave a loud gobble. Guess what happened then? Poor Grumpy was so frightened that he ran back to the pond. Old Mr. Frog saw him coming back to the pond. "I thought you would be back," said Mr. Frog. "Did you learn how to sing or quack or gobble?"

Grumpy said, "I do not care to sing or quack or gobble. I wish to learn how to croak."

The frogs were glad to teach him. He sat by the side of the pond. And he tried his best to learn.

Soon no other frog in the pond could croak so loud as Grumpy!



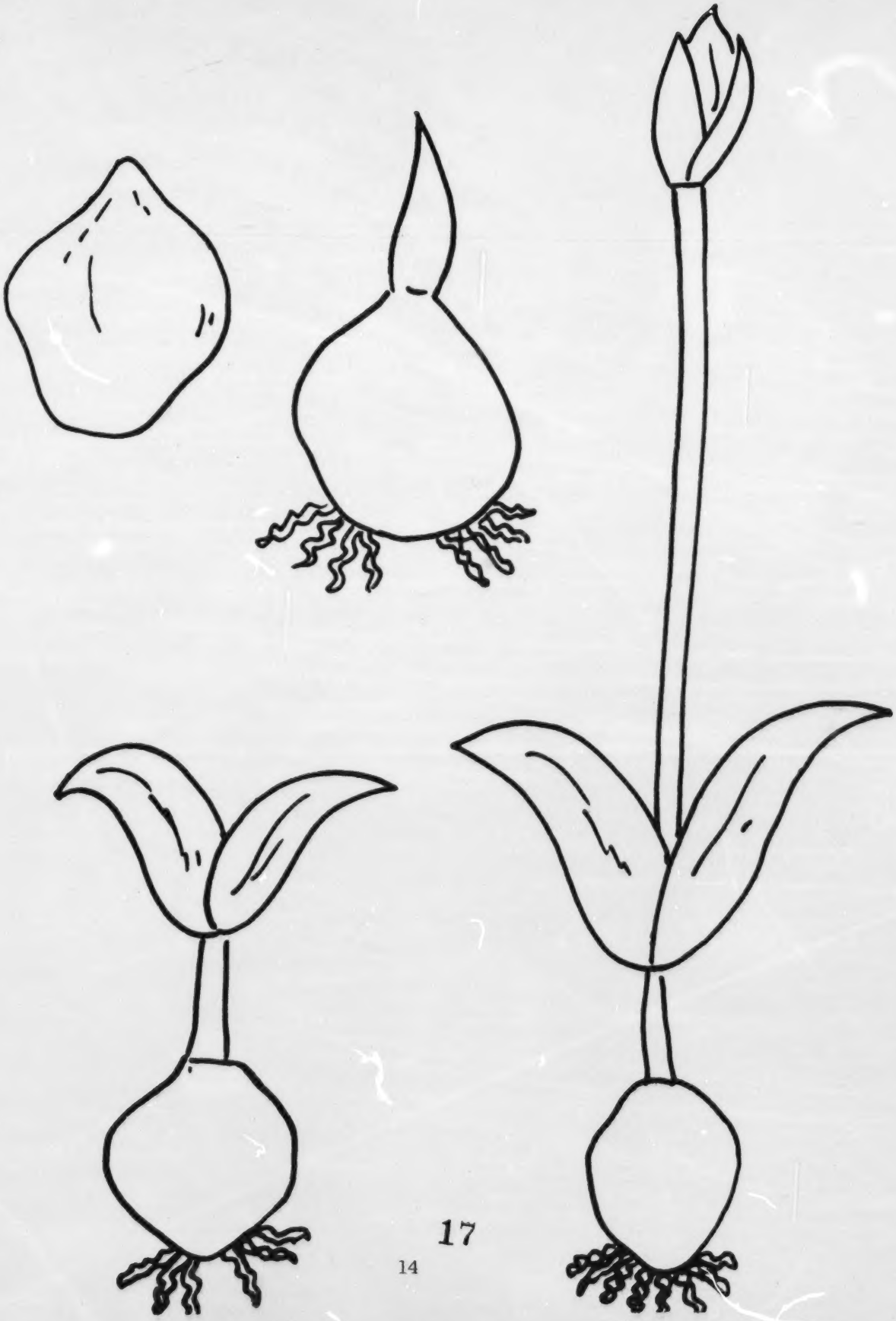
The Easter Tulip

Once there was a small brown bulb *(show tulip bulb)*. For a long time the little bulb had been lying in a barrel with many other brown bulbs. The little bulb wondered why they were all lying there, but when it asked the big bulbs, they told it to be quiet.

One day a man took the bulbs out of the barrel. He dug a hole in the ground and put the little bulb into the hole, and then he covered the bulb over with dirt. The little bulb was sad and lonely, and for a while it wished it were back in the barrel again. But soon the little bulb fell asleep and it slept for a long, long time. All through the long, cold winter the little bulb slept.

When the little bulb finally awoke, it felt very good. The dirt around it was soft and moist and the sun was shining. The little bulb's bed felt warm and snug. Suddenly, the little bulb wanted to see the world outside, so it grew roots that went down into the earth. *(Put the sprouted tulip and the grass on the flannelboard.)* Next the little bulb grew a stem that broke right out of the bulb and wiggled up through the dirt until it could see the sun and the blue sky above.

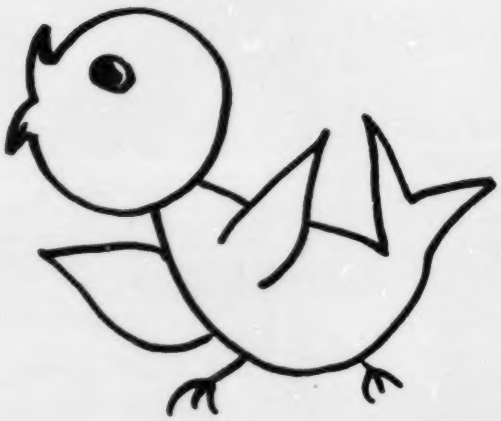
Day by day, the stem of the little bulb grew and grew. It grew tall and straight. Leaves began to grow and at last a bud formed at the top. *(Add budding tulip.)* One day that bud opened its face to the sun, and the little brown bulb became a beautiful flower. *(Add tulip)* "How beautiful that tulip is," said the people as they walked by the flower. "It is a sign that spring is here once again."



Three Little Birds

Look, look, look
Three ducks in a brook.
One is white
And one is brown
And one is swimming
Upside down!

See, see, see
Three birds in a tree.
One is up
And one is down
And one is looking
All around!



ALPHABETICAL UMBRELLAS

ANIMALS ~ plain & fancy

DOGS AND WEATHER

I'd like a different dog
  For every kind of weather -
A narrow greyhound for a fog,
  A wolfhound strange and white,
  With a tail like a silver feather
    To run with in the night,
    When snow is still, and
      winter stars are bright.

In the fall I'd like to see
  In answer to my whistle,
A golden spaniel look at me.
  But best of all for rain
  A terrier, hairy as a thistle,
    To trot with fine disdain
    Beside me down the soaked,
      sweet-smelling lane.

THE MOUSE

I think mice
Are rather nice.
  Their tails are long,
  Their faces small,
  They haven't any
  Chins at all.
  Their ears are pink,
  Their teeth are white,
  They run about
  The house at night.
  They nibble things
  They shouldn't touch
  And no one seems
  To like them much.
But I think mice
Are nice.

SNAIL

Snail upon the wall,
Have you got it all
Anything to tell
About your shell?

Only this, my child -
When the wind is wild,
Or when the sun in hot,
It's all I've got.

IF YOU SHOULD MEET A CROCODILE

If you should meet a crocodile
  Don't take a stick and poke him'
Ignore the welcome in his smile,
  Be careful not to stroke him.
For as he sleeps upon the Nile,
  He thinner gets and thinner;
And whene're you meet a crocodile
  He's ready for his dinner.

A STORY IN THE SNOW

This morning, as I walked to school
  Across the fluffy snow,
I came upon a bunny's track -
  A jumping, zigzag row.

He must have hurried very fast,
  For here and there I saw
Along his jerky, winding trail
  The print of Rover's paw!

I set my lunch pail on the snow
  And stood there very still,
For only Rover's clumsy tracks
  Led down the little hill.

Then suddenly I thought I heard
  A rustling sound close by;
And there within a grassy clump
  Shone Bunny's twinkling eye!

THE SQUIRREL

Whisky, frisky,
Hippity hop.
Up he goes
To the tree top!

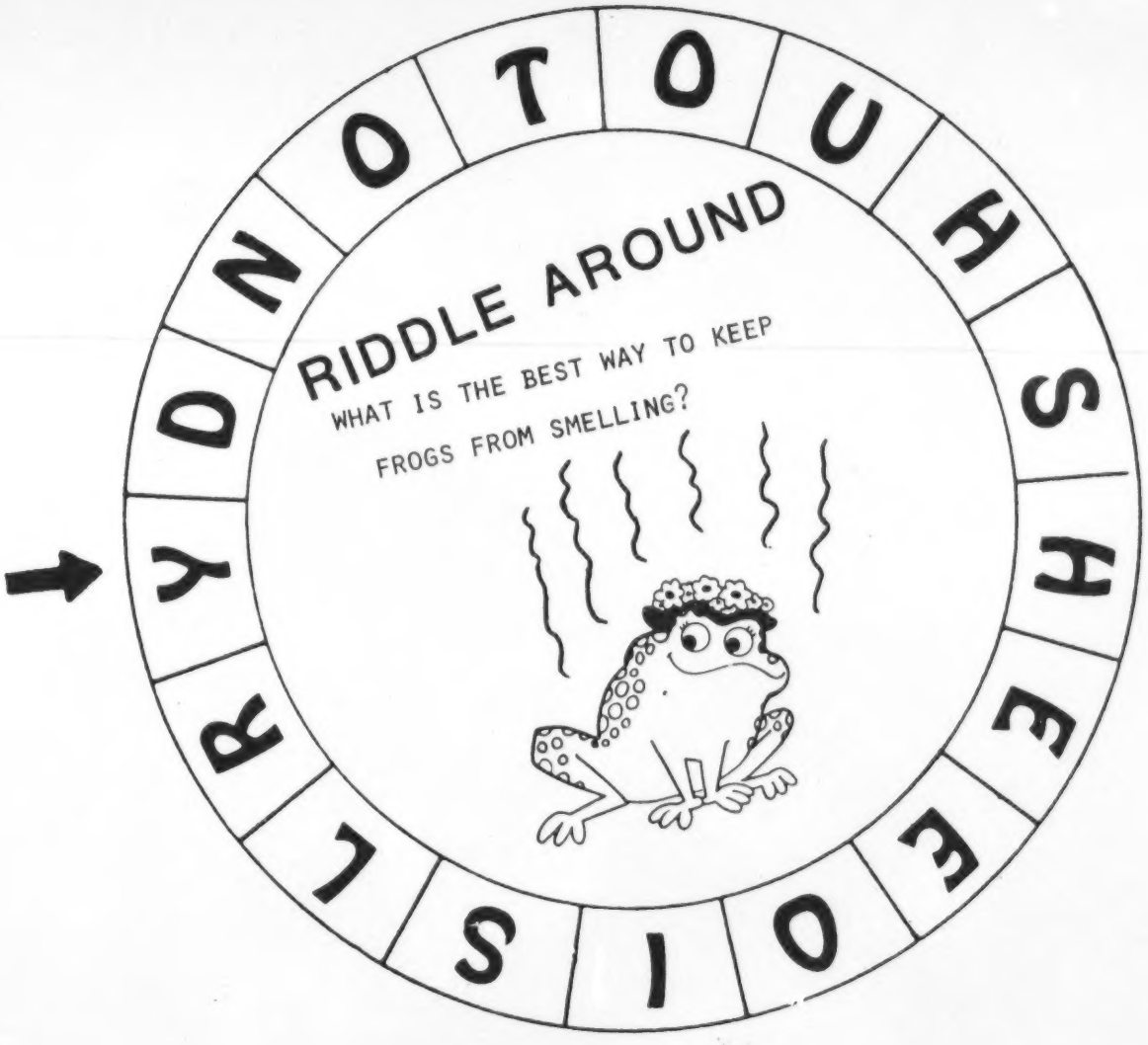
Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Furly, curly,
What a tail!
Tall as a feather,
Broad as a sail!

Where's his supper?
In the shell,
Snappity, crackity,
Out it fell!

Bunny Tales

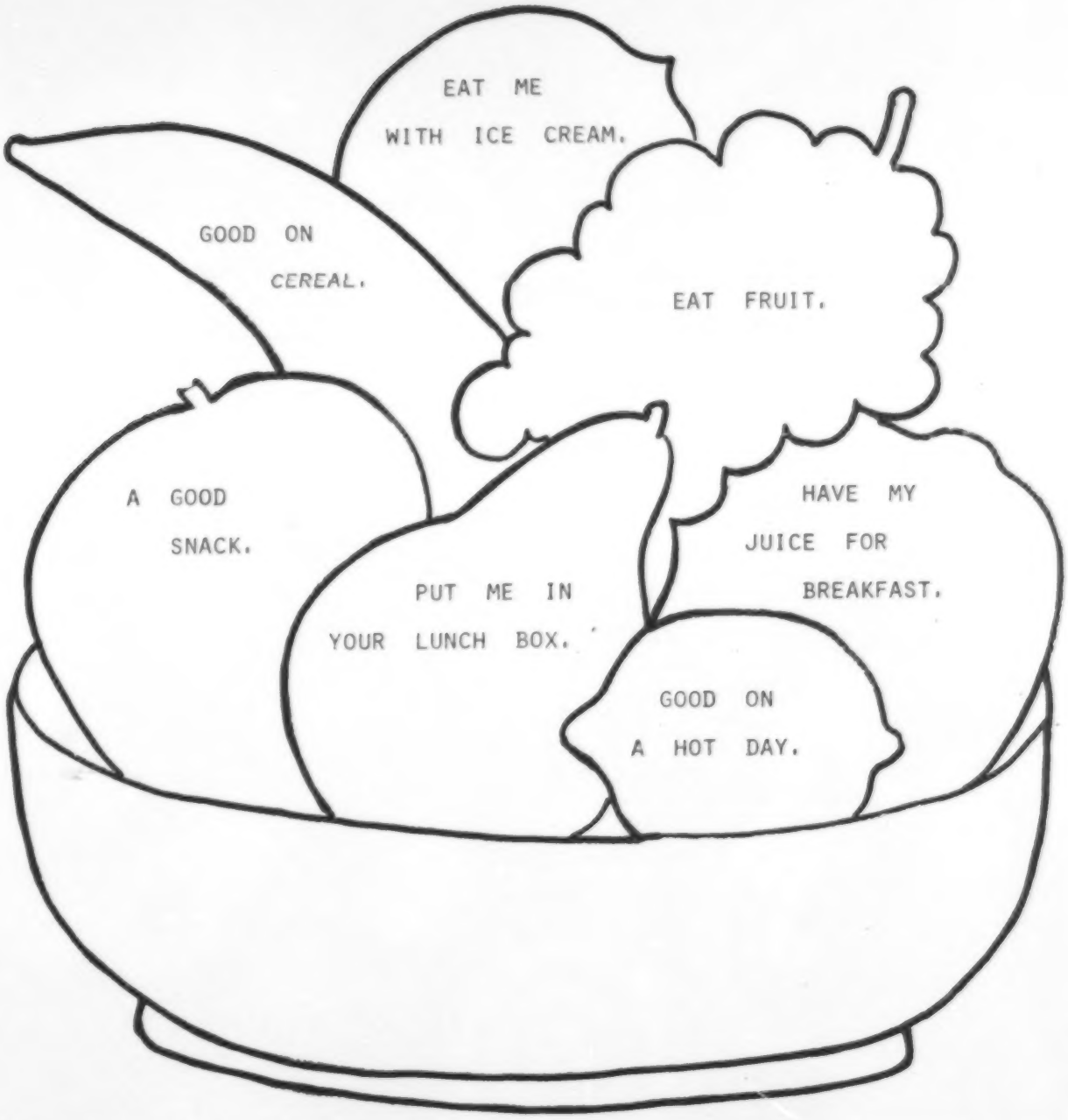
Write your story or poem in this big egg. Or add ears and a tail and make it a Bunny Tale!



Directions: To find the answer to the riddle: Start at the arrow and, going clockwise, pick every third letter. Write the letters, in order, on the lines below. The first letter is done for you.

Y

__ __ __ \



COLOR THE PIECES OF FRUIT ON THE <u>OPPOSITE</u> PAGE. CUT THEM OUT. THEN GLUE EACH CUTOUT PIECE ONTO THE CORRECT PLACE IN THE FRUIT BOWL ABOVE. WRITE A MESSAGE ABOUT FRUIT IN THE LINES BELOW.

VACATION FUN

Y	E	L	L	O	W	S	T	O	N	E	P	A	R	K
B	O	F	S	E	A	S	H	O	R	E	N	L	C	A
D	S	T	T	N	S	P	A	M	F	U	K	A	S	U
N	N	I	J	C	H	W	X	J	F	I	B	Q	E	G
A	I	U	U	A	I	D	I	N	W	E	S	A	S	U
L	A	S	N	M	N	H	O	M	S	B	L	H	S	S
Y	T	M	E	E	G	I	C	R	U	I	S	E	A	T
E	N	I	A	R	T	U	O	V	M	C	J	N	L	R
N	U	W	Q	A	O	H	K	N	M	Y	U	A	G	A
S	O	S	C	E	N	L	I	B	E	C	L	L	N	V
I	M	A	O	Y	D	G	T	K	R	L	Y	P	U	E
D	V	F	S	M	C	A	R	U	E	E	N	U	S	L

WORD LIST

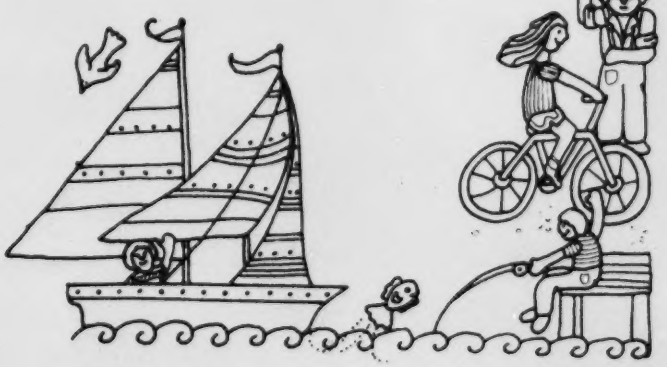
Where to go:
- mountains
- seashore
- Disneyland
- Washington, D.C.
- Yellowstone Park

When to go:
- summer
- June
- July
- August

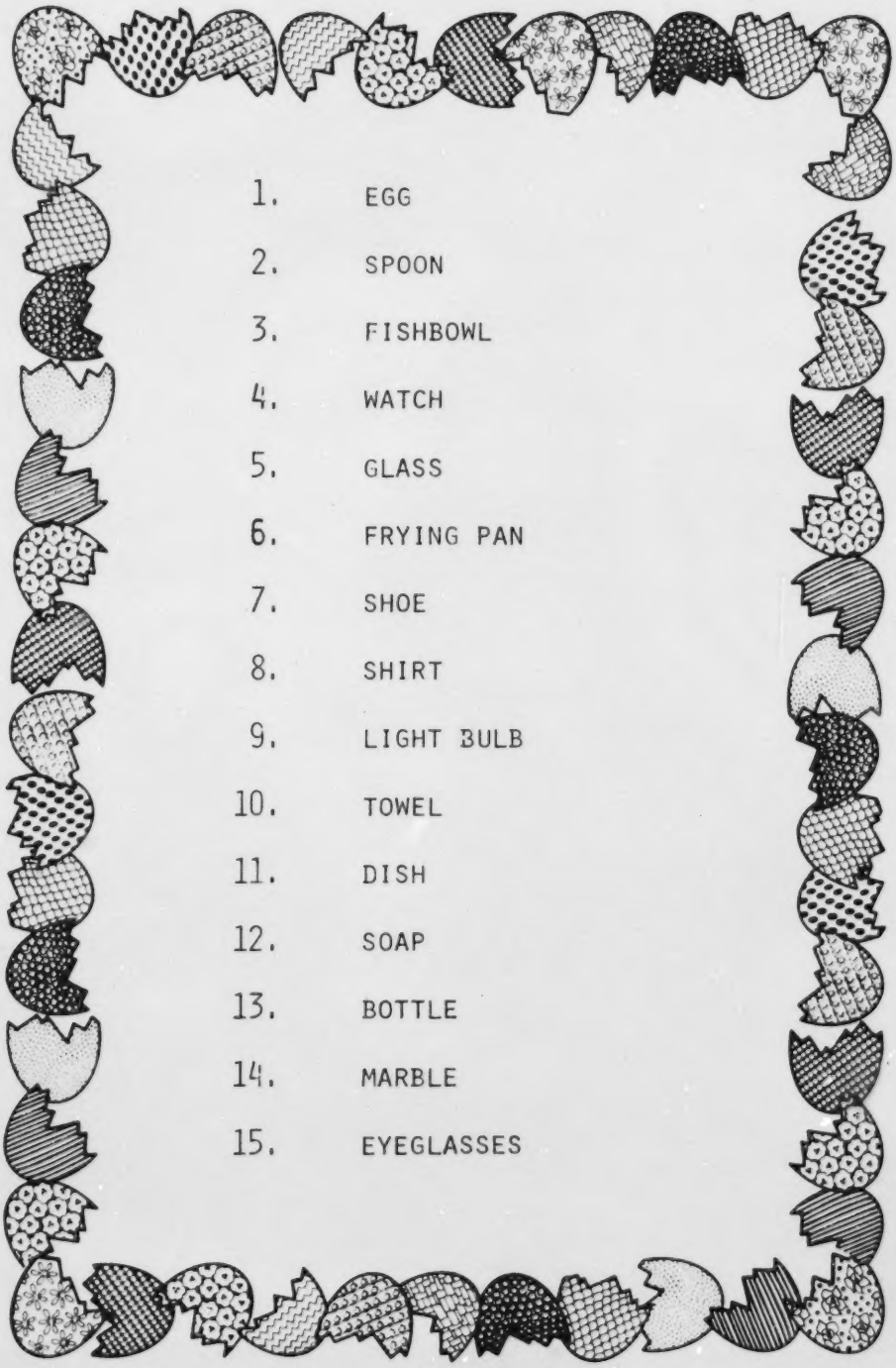
How to go:
- train
- plane
- car
- bicycle
- horseback

What to take:
- sunglasses
- camera
- swimsuit
- maps

What to do:
- swim
- hike
- fish
- cruise
- travel



DON'T BREAK ANYTHING !!!



1. EGG
2. SPOON
3. FISHBOWL
4. WATCH
5. GLASS
6. FRYING PAN
7. SHOE
8. SHIRT
9. LIGHT BULB
10. TOWEL
11. DISH
12. SOAP
13. BOTTLE
14. MARBLE
15. EYEGLASSES

IN THE LIST OF WORDS AT THE RIGHT, CIRCLE ALL THE ITEMS THAT MAY BREAK IF DROPPED.

EXTRA:

ON A SEPARATE PIECE OF PAPER, LIST 10 MORE THINGS THAT MAY BREAK IF DROPPED. THEN, MAKE ANOTHER LIST OF 10 MORE THINGS THAT WOULD NOT BREAK IF DROPPED.

DISCUSS:

SOME THINGS THAT BREAK CAN BE FIXED. WHAT ARE SOME WAYS TO FIX THINGS THAT BREAK?

WHAT THINGS CANNOT BE FIXED WHEN THEY BREAK?

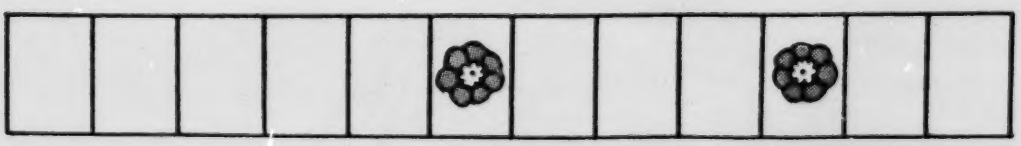
How Do You Feel?

Cross out the one letter in each word that does not belong. Write those letters, in order, in the boxes below and you will complete a special message!

1. FANGRY
2. AWIFUL
3. BRAVER
4. STIRED
5. TERTRIBLE
6. SLEEDPY
7. SAAD
8. LAYZY

9. HAOPPY
10. GREFAT
11. GLADS
12. DISAPPPOINTED
13. SCARRED
14. SILILY
15. LONELN
16. FUNGNY

March 21 is the



SCHOOL BULLETIN

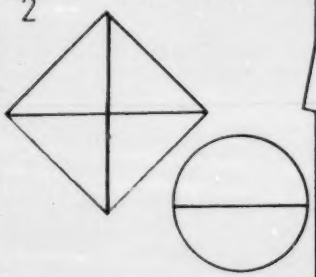
SHOW WHAT YOU KNOW !!!

ADD OR SUBTRACT

4 + 8	9 + 8
10 - 3	12 - 4
8 + 7	5 + 6
16 - 7	18 - 9
4 + 7	11 - 2

COLOR ONE HALF

$\frac{1}{2}$ OF EACH FIGURE



WHAT TIME IS IT?

_____ : _____

SOLVE.

9 BIRDS WERE IN A TREE.

6 FLEW AWAY.

HOW MANY BIRDS WERE LEFT IN THE TREE?

_____

COUNT THE MONEY

_____ ¢

MULTIPLY

3 x 2 = ☐

5 x 3 = ☐

4 x 4 = ☐

1 x 5 = ☐

ADD

38 + 47

MARK >, <, OR =

4 + 7 ☐ 17 - 3

FINISH COUNTING

5 10 _____

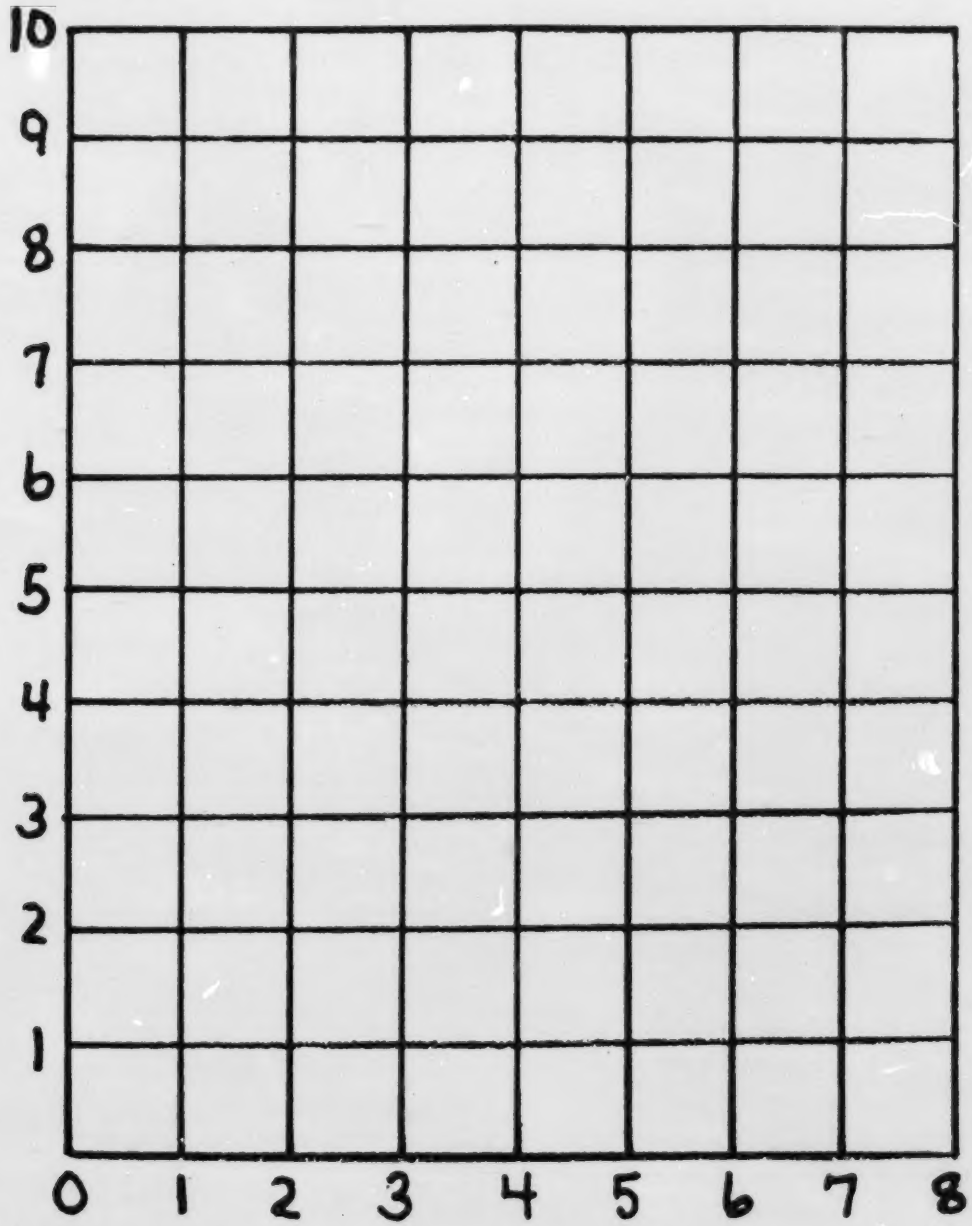
20 _____ 30

SUBTRACT

35 - 17

HOW LONG IS THIS LINE? WRITE YOUR ANSWER TO THE NEAREST INCH OR CENTIMETER. USE YOUR RULER.

A. _____ _____


10
9
8
7
6
5
4
3
2
1
0 1 2 3 4 5 6 7 8

Graph & Grow

YOU CAN USE A GRAPH TO ENLARGE A DESIGN OR PATTERN. NOTICE THE PICTURE BELOW. TO COPY THIS PICTURE ONTO THE LARGER GRAPH ON THE OPPOSITE PAGE, FIRST FIND YOUR COORDINATES. FOR INSTANCE, IF YOU DECIDE TO START IN THE TOP ROW, YOU CAN SEE THAT THE FIRST SPACE IS EMPTY. THEN, IN SPACE 10, 2 ON THE LARGE GRAPH COPY THE EXACT LINES YOU SEE IN 10, 2 ON THE SMALL GRAPH.

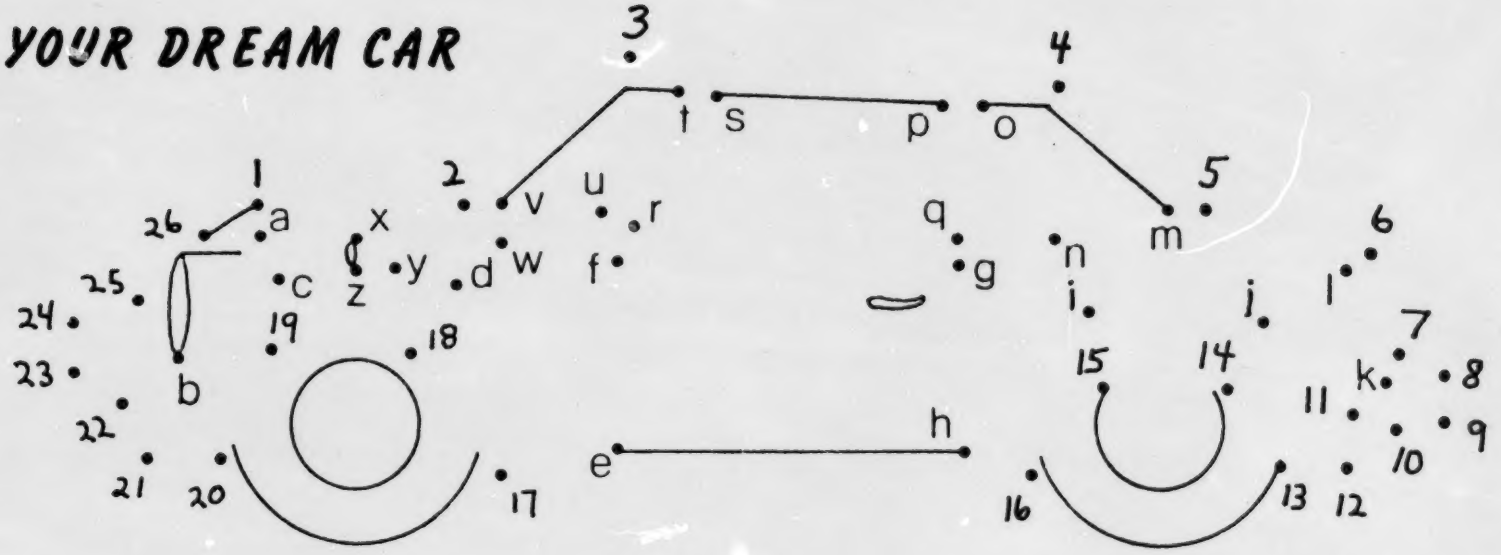
THIS MAY LOOK DIFFICULT TO YOU IF YOU SEE ONLY THE COMPLETED PICTURE, BUT IF YOU CAREFULLY COPY THE LINES, BOX BY BOX, YOU WILL END UP WITH A VERY NICE ENLARGEMENT.

IF YOU HAVE A DESIGN OR PATTERN YOU WOULD LIKE TO ENLARGE, FIRST DRAW A GRID OVER THE ORIGINAL OR A COPY OF THE ORIGINAL. BE SURE THE SPACES ARE ALL THE SAME SIZE AND ARE SQUARE. DRAW ANOATHER GRID THE SIZE YOU WANT THE FINISHED DRAWING TO BE. BE SURE THERE ARE THE SAME NUMBER OF SPACES IN IT AS IN THE ORIGINAL.

HOW FAR?

Directions: Measure the distance, in centimeters, from the leprechaun to the gold dust.

YOUR DREAM CAR



DIRECTIONS: TO MAKE YOUR DREAM CAR APPEAR,

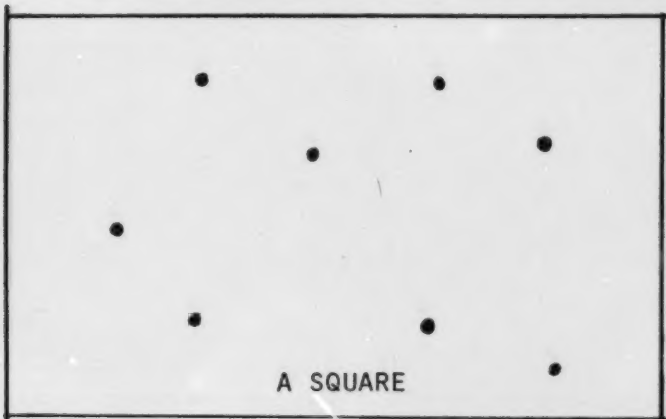
FIRST - BEGIN AT 1 AND JOIN THE DOTS TO 26.

THEN - BEGIN AT "A" AND JOIN THE DOTS TO "Z".

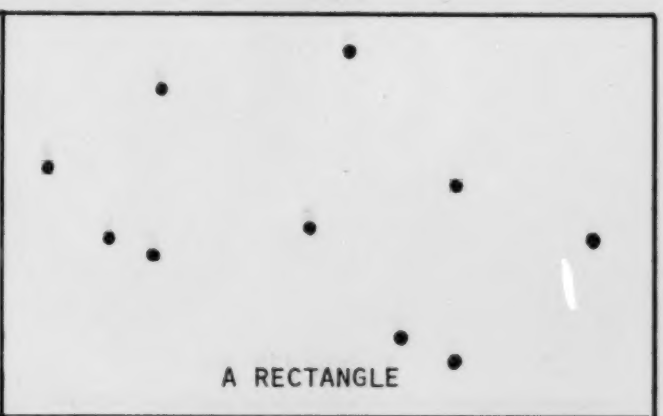
IT'S NOT EASY, BUT YOU CAN DO IT !

Fun With Geometry

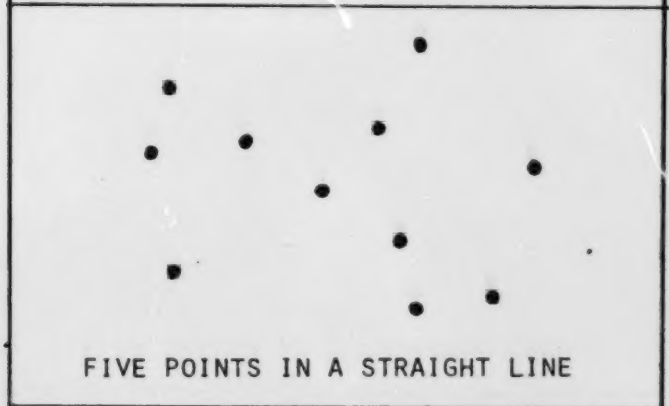
USING YOUR RULER, CONNECT POINTS TO MAKE:



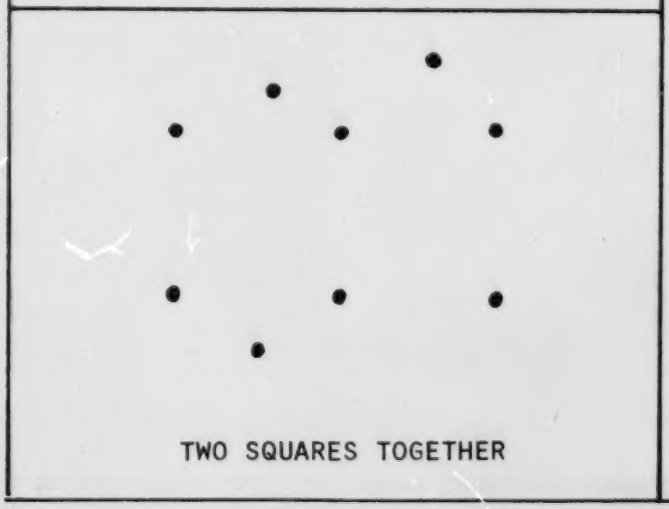
A SQUARE



A RECTANGLE



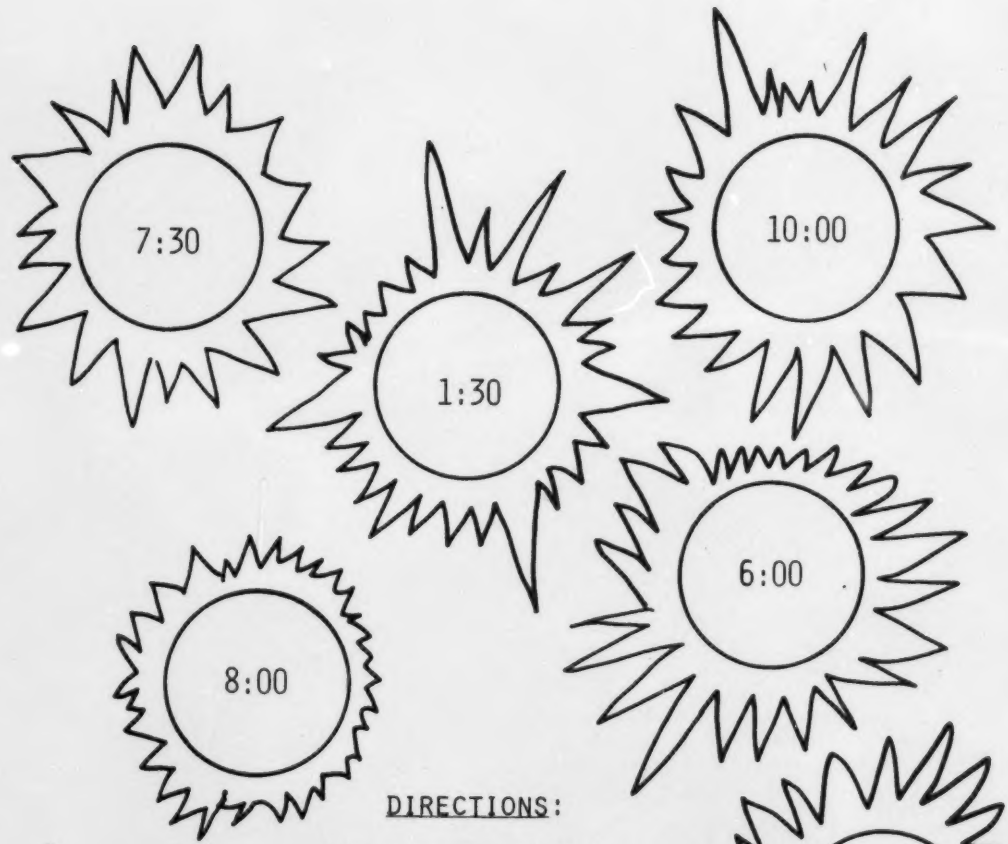
FIVE POINTS IN A STRAIGHT LINE



TWO SQUARES TOGETHER

A FIVE POINT STAR

HAPPY HOURS

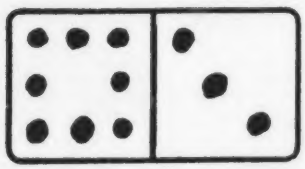


DIRECTIONS:

CUT OUT THE CLOCK FACES ONE AT A TIME. GLUE EACH CLOCK FACE IN THE SUN THAT TELLS THE CORRECT TIME FOR THAT CLOCK.

Have a sunny time today!

DOMINO DISCOVERIES - SUBTRACTION



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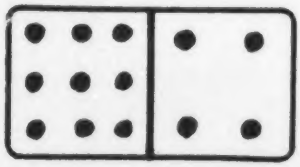

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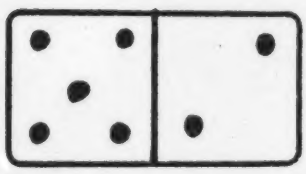

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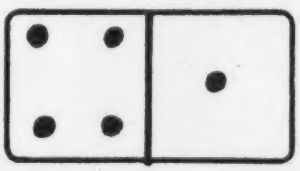

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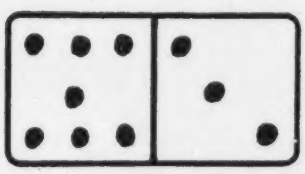

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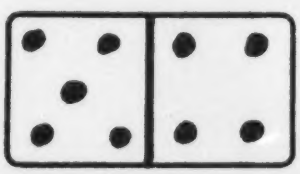

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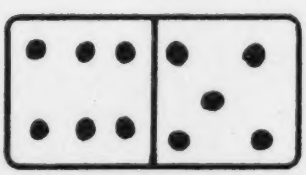

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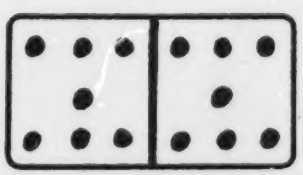

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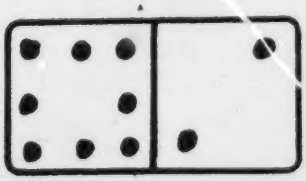

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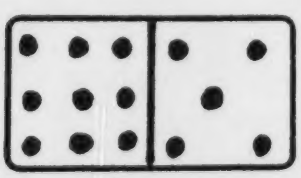

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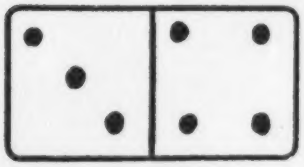
DOMINO DISCOVERIES - ADDITION



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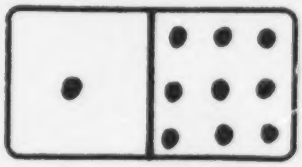

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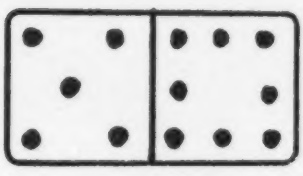

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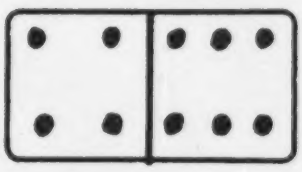

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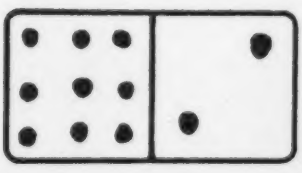

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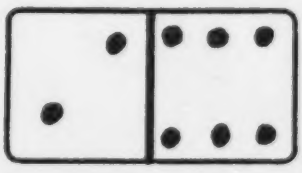

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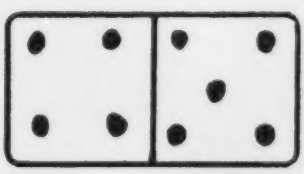

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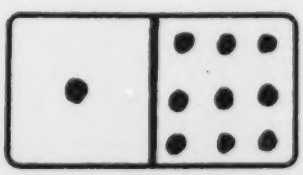

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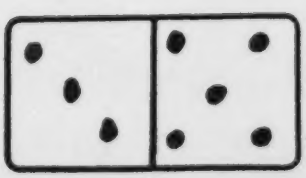

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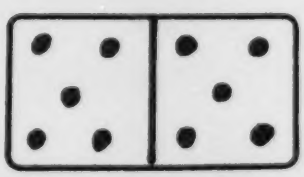

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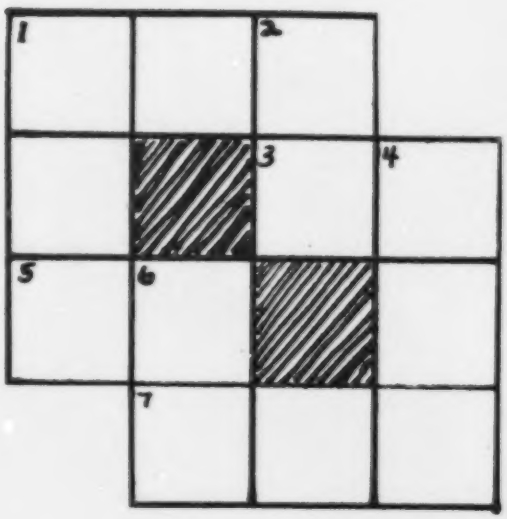
CROSSNUMBER ACTIVITIES



ACROSS:

1. THE FIRST 3 EVEN NUMBERS.
3. 79 - 32 = _____
5. 60 - 1 = _____
7. 100 + 100 + 120 = _____

DOWN:

1. 163 + 102 = _____
2. 20 + 20 + 24 = _____
4. 699 + 1 = _____
6. 99 - 6 = _____

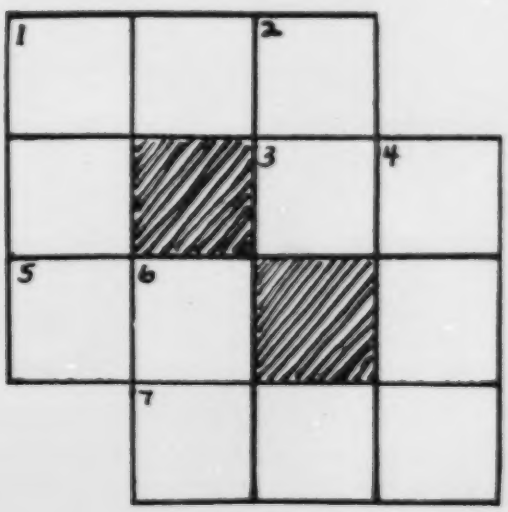
MAKE YOUR OWN CROSS-NUMBER PUZZLE!

ACROSS:

1.
3.
5.
7.

DOWN:

1.
2.
4.
6.



Kern County Agriculture

GOALS

Through these units students will:

Unit I - Crops and Trees

- Become aware of the field and tree crops growing in their area,
- Understand plant growth from seed or cuttings to harvest,
- Recognize plants' need for good soil, water and sun,
- Understand that crops are harvested and transportation is needed to take the crop to the processor or market,
- Recognize his/her dependence on crops produced by the farmer,
- Become aware of the large amount of any one crop produced in order to feed large numbers of people.

Unit II - Animals

- Become aware of the various animals raised on a farm for food,
- Recognize the need for proper feeding of animals,
- Become aware of the need for processing livestock before it is ready to be purchased in the store,
- Become aware that large numbers of animals must be produced in order to feed many people,
- Recognize that not all animals on a farm are necessarily raised for food.

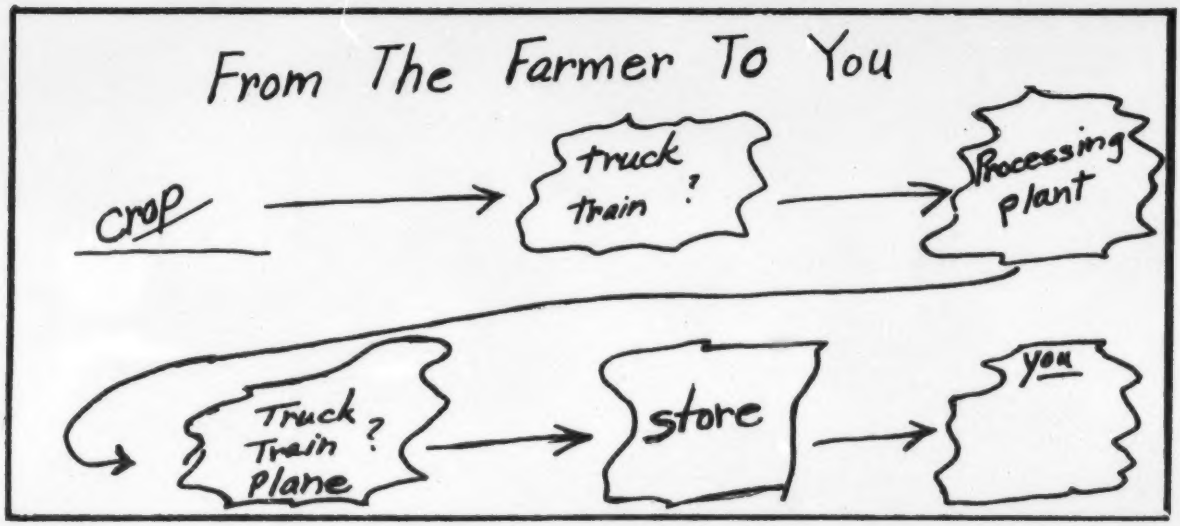
Unit III - Equipment and Transportation

- Become aware of the many kinds of farms,
- Become aware of the various types of equipment used from ground preparation to harvest of a given crop (a crop from your own area),
- Recognize the need of transportation of the crop to the processor or market,
- Recognize that a farm has buildings for a variety of uses.

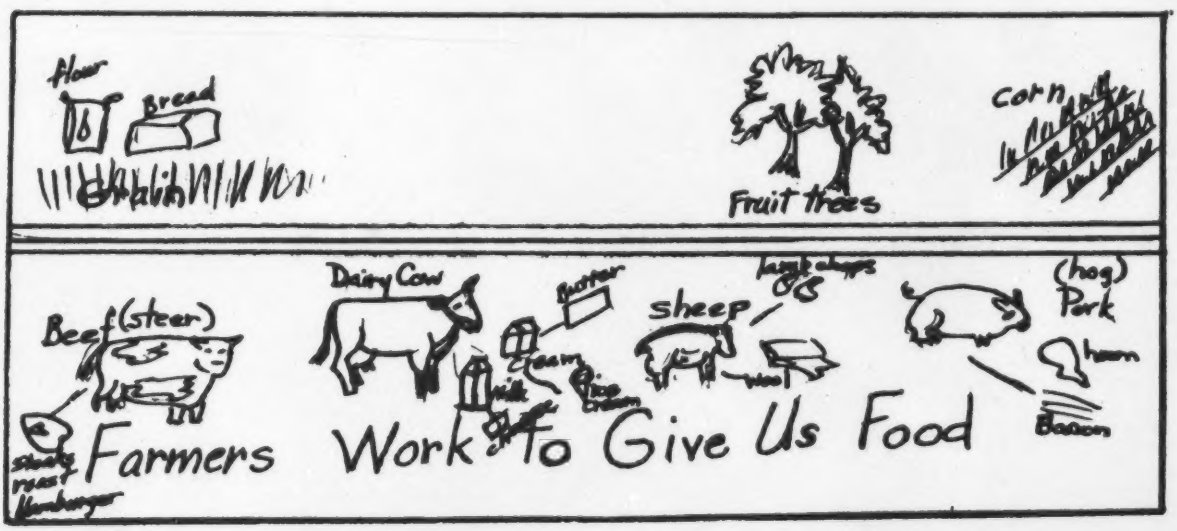
Unit IV - Jobs

- Become aware of the many career opportunities in farming and the need for farm workers,
- Become aware of the types of machinery used on the farm and necessary skills,
- Become aware of the responsibility and safety in handling equipment,
- Become aware of the variety of skilled and unskilled work on a farm.

Excerpts from: PROJECT CHOICE #177, "KERN COUNTY AGRICULTURE," A CAREER EDUCATION UNIT FOR GRADES 1 AND 2. OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CA., 93309.



Choose any crop with the appropriate means of transportation. The method of processing is not necessary for this grade level. If you have a processing plant in your area for this crop, it could easily be incorporated into the unit, possibly as a field trip. Children may draw pictures of the different items made from a given crop and put in store section. Also, draw pictures of the uses for products or how the child uses it in his/her home.



This board could be used to depict the crops and livestock grown in your own area. Pictures of farm buildings and equipment used to grow the crops or animals may be added. This board could be used to show how crops or livestock are raised and the jobs related with each step of development up to harvesting and transporting the product to market.

PURPOSE

To introduce the unit and stimulate interest in and an awareness of the general nature of farms and farming.

MATERIALS

1. Tape
2. Tape recorder
3. Entry Level Assessment
   a. General Questions
   b. All questions
   c. Specific unit questions
4. Chart paper
5. Felt pen
6. Film about farming (see suggestions: Available in Instructional Resource Center, Superintendent of Schools Office)
7. Film projector

INTRODUCTION

Say: "Have you been to a farm? or lived on a farm? Did you know that the farms of our county supply food for people all over the United States? that it takes many acres of land to produce all that food? Sometimes we have gardens in our own backyards. Do you think you could raise enough food for very many people? enough food for a whole town? How about the variety of food we could grow? Can we grow everything in Kern County? Do some foods grow better somewhere else? Think about the crops that grow around our town on the different farms and the people that work on the farms. Let's begin by discovering how much we may already know about farms and farming."

CLASS ACTIVITIES

1. Take Entry Level Assessment.
2. Class discussion based on the Introduction.
3. View film.
4. Make a class list of all the Crops and Trees, Animals, Equipment used, and Jobs on a farm.

SUMMARY

1. Discuss film.
2. Review list made and see if they can add anymore items to the four categories.
3. Discuss the part of farming (Units 1-4) you will begin with, so that the children may discuss the questions at home and their part, if any, related to farming.

A FARM IS A FARM?

Farms can be different.

You need:

1. writing paper
2. library books
3. pencil
4. crayons

Farms come in many sizes and there are many kinds. Look at the resource books, talk to your friends and parents, then:

1. Make a list of as many different kinds of farms as you can think of.
2. Pretend that YOU are the farmer. What kind of a farm would you like to own?
3. Draw a picture of the crop or crops that would be on your farm.
4. Draw the buildings on your farm, too.
5. Be prepared to share with your class and see how many different kinds of farms there would be.

RESEARCH

You need:

1. a map of the United States
2. pencil
3. resource books, a trip to the library or use as homework

Some crops don't grow everywhere in the United States. Choose a crop, with the teacher's help, that grows in <u>your area</u>, or in Kern County.

Now do some research on your own and find out where in the United States the crop you chose grows, besides Kern County.

PURPOSE

To become aware that someone has to do the jobs on the farm or the crops won't grow to be harvested (responsibility).

MATERIALS

1. Speaker - farmer (small farm)
   - farmer (large farm)
   - parent who works on a farm or at some job in the community
   - store representative (any store in town) to be able to list the things in the store that were originally grown on a farm, processed, or used straight from the farm (including the bank.)
2. Jobs chart.
3. Felt pen.
4. Task Cards
5. List of questions prepared ahead of time on how much education it takes to do specific jobs.

INTRODUCTION

Say: "Up until now we have talked about crops of all kinds, equipment we use and jobs that must be done on the farm. Now I have a BIG question to ask you to think about. After our speaker has talked to us, then we can possibly find the answer. The QUESTION is: What happens if someone doesn't do his job when he should or only does it half way?"

CLASS ACTIVITIES

1. Listen to the speaker.
2. Questions (prepared ahead of time about responsibility).
3. Make jobs chart.
4. Do task cards.

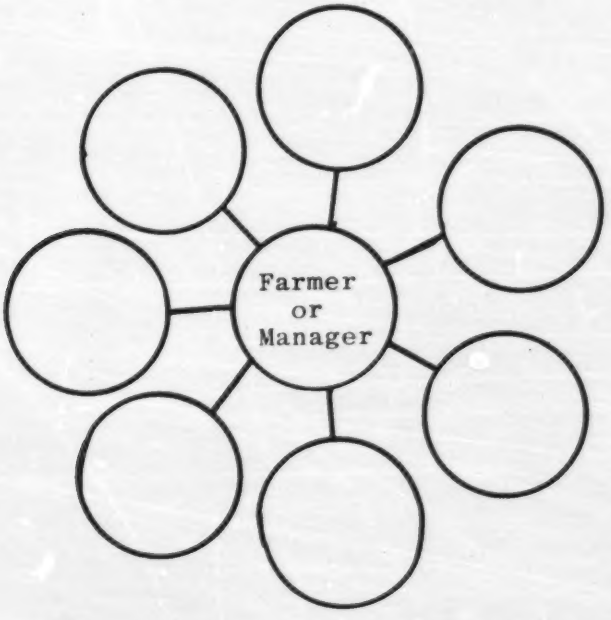
SUMMARY

1. List any new jobs mentioned by the speaker.
2. Discuss responsibility on the job and relate it to your job at school.
3. When writing thank you note, include what you learned about responsibility and a job. The speaker will be glad to learn he got his point across and also, it will help the student remember that he has a responsibility to his own job: school work!

WORKERS WHEEL

Not everyone can be the farm owner or farm manager, but everyone who works for the farmer is important and must do his work well.

Pretend that you are the farm owner or farm manager of a farm -



Use the job chart and fill in as many worker circles as you think are necessary to get the crop harvested.

Hint* You may not need all of the circles filled in to do the job.

PURPOSE

To understand the development of a plant from seed (or cutting) to harvest.

MATERIALS

1. Suggested film: #5235 - "Seeds Grow Into Plants" (Available in Instructional Resource Center, Supt. of Schools.)
2. Film projector.
3. Glass jar - blotter - bean seeds - water.
4. Reference - "Concepts in Science," 1st grade, Unit 7.
5. Pencil.
6. Paper.
7. Task cards

INTRODUCTION

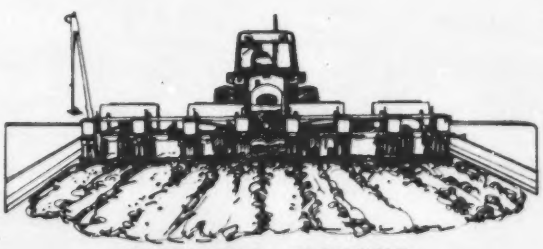
Say: "Today we will watch our film first and then plant our seeds. We will pretend we are the farmers waiting for our crop to be ready for harvest. How long do you think it is going to take?

CLASS ACTIVITIES

1. View film.
2. Plant seeds in jar.
3. Start graph picture chart
4. Children file finished papers in their own folders.

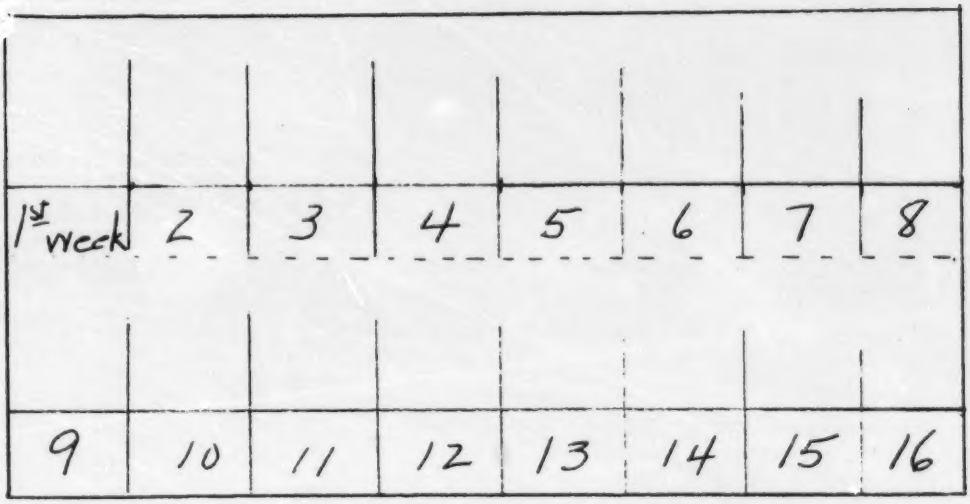
SUMMARY

1. Discuss film.
2. Discuss: "Was our seed dry when we planted it?"
3. Report on assignment, "What crops grow in our area?"
4. Add new crops to chart.



CULTIVATING—PLANTING

PLANTS GROW FROM SEEDS



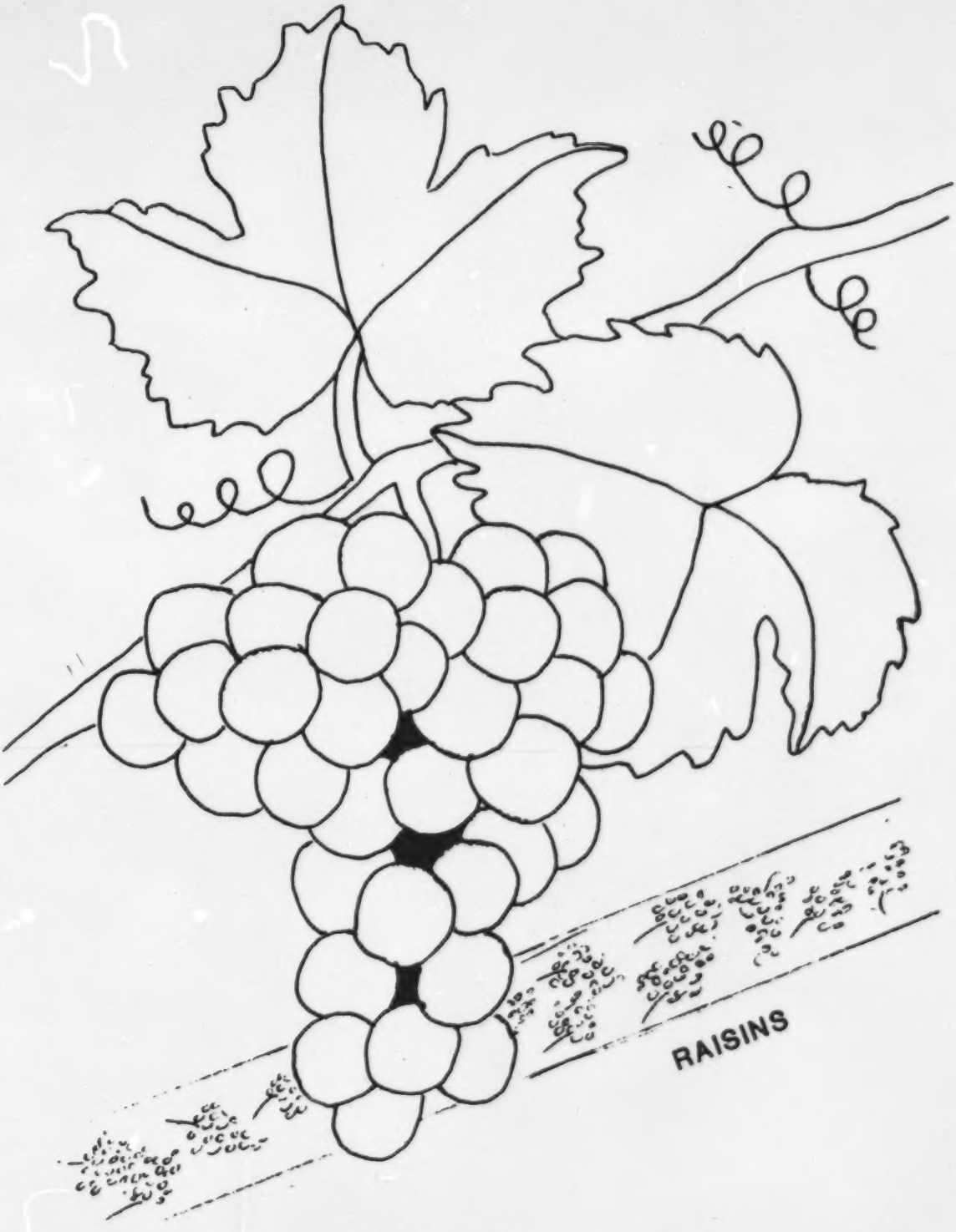
You need:

1. Paper 9x12
2. Pencil
3. Ruler
4. Crayons

Today we will plant some seeds and make a graph to show how fast a seed grows into a plant, when it has roots, leaves, flowers, and then goes back to a seed again.

1. Divide your paper in half lengthwise.
2. Lay the ruler above the fold and draw a line.
3. Lay the ruler above the bottom edge of the paper and draw a line.
4. Measure off 1" inch lines like the picture on the task card and number the weeks.
5. Draw the bean as it looks now, below the line. (See task card)
6. The same day next week draw a picture of how the bean looks in box number 2 - continue each week until it goes to seed. You may need another piece of paper to finish the graph.

* Days could be substituted for weeks.



GRAPES

A COLLAGE IS FUN

You need:

1. art paper
2. scissors
3. glue
4. magazines or left over pictures from other projects
5. a helper

You now know alot about the things growing in your area and in Kern County. Refer to the charts you made, if you've forgotten.

1. Cut out pictures of these crops.
2. Plan your collage before gluing it down on your paper.
3. Get the helper to check your work.
4. Now glue it down.
5. Give it a title and share it with your classmates.

PURPOSE

To understand what happens to the crop after it is harvested - the need for transportation.

MATERIALS

1. Suggested film: #6169 - "Lettuce from Field to Market" (Available from IRC, Supt. of Schools).
2. Projector.
3. Library books - from suggested book list.
4. Task cards
5. Field trip permission slips.

INTRODUCTION

Say: "Today we will find out what really happens to a crop when it is ready to pick. Sometimes a farmer has problems and cannot get his crop picked when it is ripe - like tomatoes - of if it rains, it could spoil the fruit so that it can't be harvested. Then what happens to the crop? We will see our film and then we will plan a surprise for ourselves."

CLASS ACTIVITIES

1. View film.
2. Do task cards.

SUMMARY

1. Discuss the steps from the field to market.
2. Announce field trip to a processing plant to see a crop unloaded and on its way to market.
3. Review safety rules for field trips.
4. Set date and send home permission slips.

NOTE: It is not easy to get permission to take a group of young children through a processing plant. It could be arranged so that the children see the unloading of the trucks, possibly some of the sorting of the crop to realize that not all of it is usable and finally the end product and how it is packaged for shipping to market. A trip of this type needs to be simplified for K-2 children.

PURPOSE

To recognize our dependence on the variety of crops raised by the farmers.

MATERIALS

1. Film: #6577 - "Where Does Our Food Come From?" (Available in IRC, Kern County Supt. of Schools Office)
2. Study Prints
3. Magazines.
4. Chart.
5. Glue.
6. Felt pen.
7. Task Card

INTRODUCTION

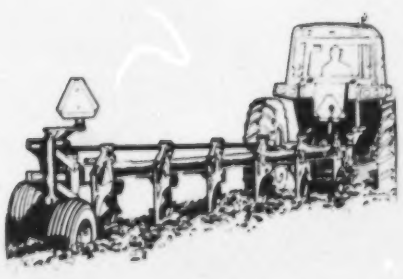
Say: "We know how big farms are, so I am going to ask you to think for a minute, Could you raise enough food in your backyard so that everyone in our town could have fruit, vegetables, and bread everyday of the week - forever? Before you answer the question, let's look at our film."

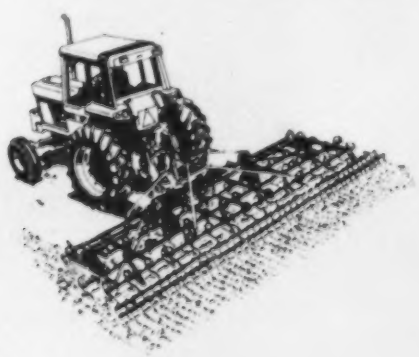
CLASS ACTIVITIES

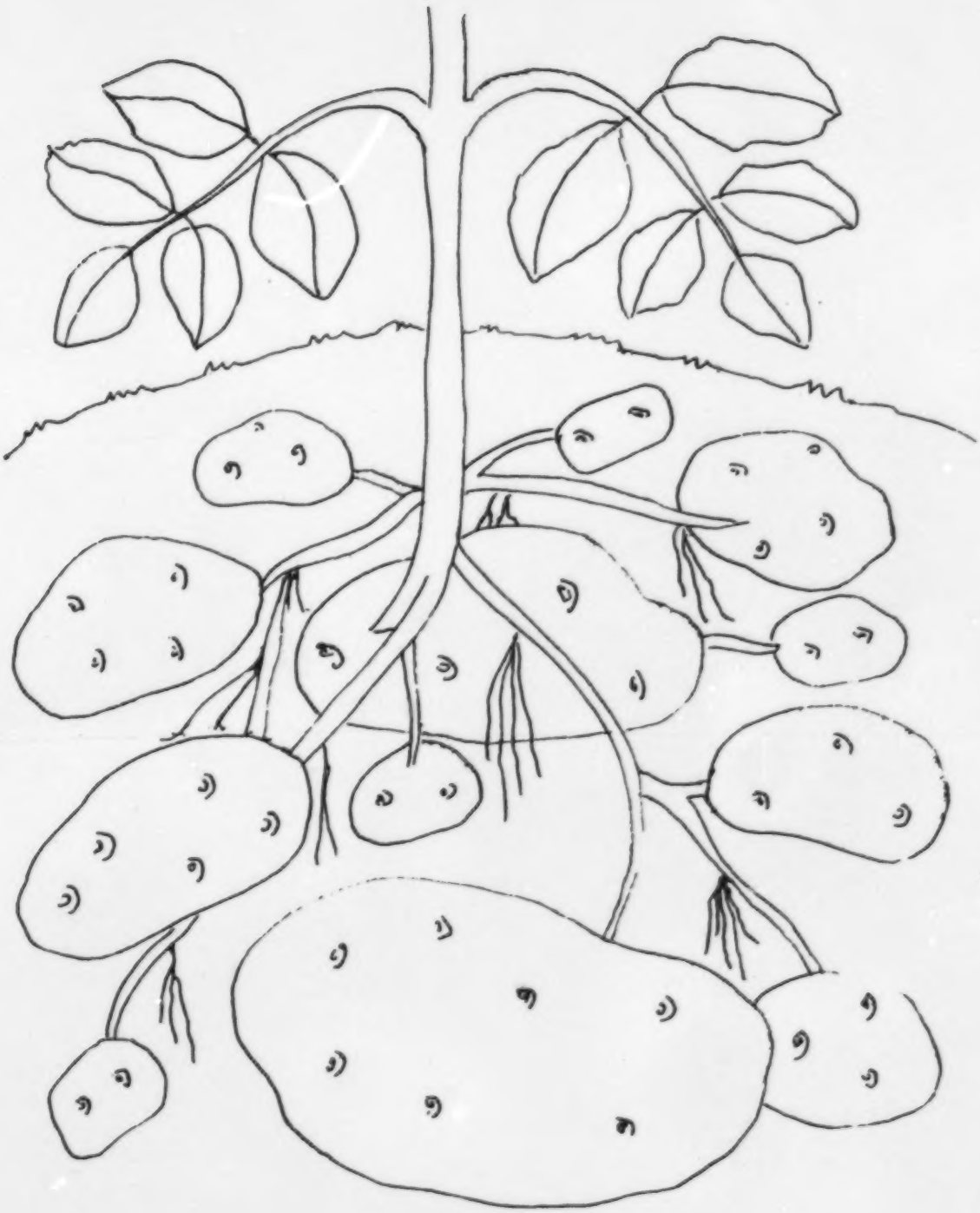
1. View film.
2. Cut out pictures of food, clothes, etc., made from crops grown in our area. Refer to chart made in Lesson 2. Glue to large chart.
3. Review field trip and name crops seen along the way to and from the plant.
4. Write thank you notes.

SUMMARY

1. Discuss film and answer question asked in introduction.
2. Everyone get their folders and check themselves to see if they have all of the fruit and tree crops grown in this area.







POTATO PLANT

? ? ?

SOLVE THE RIDDLE

WHAT DOES
A WATCHMAKER
DO ALL DAY?

A		E
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I		U

S ⌝ T ⌟ R □ ⌜ N D

⌟ N D

M ⌟ K ⌞ F ⌟ C ⌞ S.